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ABSTRACT

The first Yearbook of the European Educational Research Association (EERA) is based on a selection of texts presented at the EERA annual meeting in 1999, which took place in Lahti, Finland. It is intended to be part of the development of a European conversation about educational research. The chapters of part 1, "Teaching and Teachers," are: (1) "Hope as a Factor in Teachers' Thinking and Classroom Practice" (Vivienne Collinson, Maureen Killeavy, and H. Joan Stephenson); (2) "Regular Classroom Teachers' Perceptions of Inclusion: Implications for Teacher Preparation Programmes in Spain" (Cristina M. Cardona); (3) "Early Childhood Educators in England and Finland: An Explanatory Study" (Anne Chowne); (4) "ICT To Optimise Didactic Management in Early Education" (Ton Mooij); (5) "Change for the Better? The Impact of Baseline Assessment on Reception Class Teaching" (Jane Stout, Peter Tymms, and Linda Thompson); (6) "Collaboration and Authenticity in Technologically Enriched and Virtual Learning Contexts" (Pirjo Linnakyla, Marja Kankaanranta, and Maarit Arvaja); and (7) "Collaborative Learning of Java Programming in the Graphic-Enhanced Videoconferencing Environment. A Pilot Study" (Bernhard Erti, Lai-Chong Law, and Heinz Mandl). Part 2, "Teacher Education," contains: (8) "Establishing a Research/Training Partnership To Facilitate the Professional Integration of Novice Teachers and Help Them Become Reflective Practitioners" (Jacqueline Beckers and Germain Simons); (9) "ICT in Finnish Teacher Education--Evaluation with Special Reference to Active Learning and Democracy" (Hannele Niemi); (10) "Teachers' Discourses in Social Learning" (Maria A. Martinez Ruiz and Narcis Sauleda Pares); and (11) "Using E-mail To Promote Reflection in Teacher Education" (Torlaug L. Hoel and Sigrun Gudmundsdottir). In part 3, "Intercultural Issues," the chapters are: (12) "Ethnography of Education in the Waldensian Valleys: An Analysis of the Relationship between a Religious Minority Identity, Its Cultural History, and Current Educational Experience" (Francesca Gobbo); (13) "The Multicultural Issue in Portuguese Schools: Seeking Justice or Another Morality?" (Jose Manuel Resende and Maria Manuel Viera); and (14) "The Role of Western Universities in the Development of a New Generation of Researchers in Education in Lithuania" (Palmira Juceviciene). In part 4, "Values in Education," the chapters are: (15) "Participative Education: An Incomplete

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Project of Modernity" (Joe Harkin); (16) "Lifelong Learning Strategy Calls for Equity in Education" (Reijo Laukkanen); (17) "Ethical Dilemmas in Mixed Ability Grouping" (Zdenko Kodelja); and (18) "Educational Expansion and Labour MarketChanges in Spain: Integration and Polarisation" (Luis E. Vila). Part 5, "Pupils' Perspectives," contains: (19) "'They Can Be Fawning If They Please, I Won't Interfere': Transitions in School Life as Critical Incidents for Young People" (Anders Garpelin); and (20) "Life in School: Constants and Contexts in Pupil Experience of Schooling and Learning in Three European Countries" (Marilyn Osborn and Claire Planel). The final section, "Vocational Education and Lifelong Learning," contains: (21) "The Costs and Benefits of Lifelong Learning: The Case of the Netherlands" (Marko van Leeuwen and Bernard M. S. van Praag); and (22) "The Contribution of 'Inclusion' to Active Citizenship: Examples of Effective Practice within the French VET System" (M'hamed Dif). Each paper contains references. (Contains 27 tables and 16 figures.) (SLD)

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